DOCUMENT RESUME

ED 204 858 EA 013 758

AUTHOR Green, Edward T.
TITLE School Administration=Community Educators.
PUB DATE 13 Aug 80
NOTE 12p.: Paper presented at the Annual Meeting of the National Conference of Professors of Educational Administration (34th, Norfolk, VA, August 10-15, 1980).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrators: *Community Education: Community Involvement: Elementary Secondary Education: Management Development: *Program Administration: School Community Relationship

ABSTRACT

School administrators need a better understanding of community education, which is defined as both a process and a place for bringing communities and their resources together. A Georgia Southern course examines the meaning and techniques of community education and addresses administrators' fears about school building damage or disruption and about their official relationship to district community education coordinators. A search of publications on community education courses found that most of them were part of education programs, emphasized school-based community education, and offered little field experience. The Georgia Southern course covers 17 topics dealing with 16 areas of competence in community education. The areas of competence include the philosophy and practice of community education, building and program management, educational change, and the integration of community education with the K-12 program. Among the 17 topics presented are the relationship of the school to the community, the financing and administration of community education, adult education, and cooperative work with parents, employees, the community, and the media. (RW)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED204858

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

School Administration = Community Educators

Edward T. Green
Associate Professor School Service Personnel
Georgia Southern College
Statesboro, Georgia

Presented at the 34th Annual National Conference of
Professors of Educational Administration
Old Dominion University
Norfolk, Virginia
Wednesday, August 13, 1980

EA 013 758

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
E. T. Green
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

School Administration = Community Educators

School Administration = Community Educators

"Education in our society has long termed itself public. This simple fact indicates a uniqueness in that this implies the professionals are willing to share power."

"There is in this country at this time a deep concern about this education, particularly as it relates to societal needs. For years the term open schools has been used, but in reality this has been a shibboleth. Schools have been closed a larger percentage of the time than they have been open. The "closed school" is the rule rather than the exception."[1]

Faced with the realization that those persons whom we are preparing to assume leadership roles as principals, supervisors and curriculum directors need to broaden their educational horizons with respect to community education we used the previous statements as a point of departure. In effect, communities - for the most part look upon the schools as "closed" except for the time spent in formalized elementary and secondary education and, in some instances, adult - continuing - education.

The attitudes which many of our embryonic (and a substantial number of our practicing) administrators exposed have prompted us to determine that we need to effect greater understanding of community education if we are to develop more constructive outlooks toward this concept. Recently, in a course entitled School and Community (which at Georgia Southern College is our introduction to community education) we found that those administrators in the class were asking these questions:

1. If I am responsible for the building, who will be responsible if the building is used for community education purposes? (I cannot be present on a twenty-four hour basis.)
2. If we have a Community Education Coordinator who is employed by the Board of Education, but who works in conjunction with the Community

Education Council, what will be his/her relationship to me?

3. What do I do when teachers whose rooms were used for a community activity complain that certain of their materials, equipment and displays were disturbed and/or missing?

I suspect that these questions are quite familiar to you and represent only a few of the major concerns held by practicing building administrators. One senses from the questions and concerns which were expressed that these administrators felt some uneasiness in being responsibile for a building which housed other funtions under the supervision of another administrator.

To provide some background on our approach to this problem, we, as a starting point, attempted to define Community Education in a manner which was indicative of the present thinking in that field. To show the development of the definition, we use the following statements:

The first appeared in the brochure produced by the Center for Community Education at Texas A. and M. University in 1971 [2] and stated, "Community Education is the process of bringing a community together under one umbrella. Most communities have problems and most communities have resources to combat these problems. Community Education draws your community - resources together" [2]

The second definition was found in the Community School Principal and reads as follows: "First of all, it meets as best it can and with everyone's help, the urgent needs of people, for it holds that everything that affects the welfare of the children and their families is its concern. Where does school end and life outside begin? There is no distinction between them. A community school is a used place (emphasis supplied), a place used freely and informally for all the needs of living and learning. It is, in effect, the place where learning and living converge."[3]

Finally we turned to the definition which was developed by Minzey and LeTarte and is stated thus: "Community Education is a philosophical concept which serves

the entire comminity by providing for all of the educational needs of all of its community members. It uses the local school to serve as the catalyst for bringing community resources to bear on community problems in an effort to develop a positive sense of community, improve community living, and develop the community process toward the end of self-actualization."[4]

It was our intent to broaden the professional horizons of our students so that they might better understand the concept of community education and, in turn, be more concerned with their roles in the over-all community education development. We realized that each had a personal need for security in his/her professional role and that, for some, the concept of community education represented a threat to that security. It was our hope that we might provide the insights and background from which each might develop his/her own concept of community education and its place in his/her professional life.

Prior to our embarking upon an attempt to provide a more viable base in community education for practicing elementary and secondary administrators, we attempted to discover what was being done in this respect in other institutions. Rather than tilling the same ground which others had broken, we referred to two works: Preparatory Programs for Educational Administrators in the United States[5] and Community Education Coursework: A National Compendium.[6]

From these sources, we gained some statistics and some findings which, while they were somewhat limited and inconclusive, gave us some insights into what might be a viable program for building administrators. In the study Preparatory Programs for Educational Administrators, at the Master's level, 4% of the professors responding to the questionnaire listed Community Education as a topic which was emphasized within the courses; at the Education Specialist level, 4% of the Professors and 3% of the students indicated the same information; at the Doctoral level, 10% of the professors and 4% of the students responded that Community Education was a topic which was emphasized within the courses.

The document, Summary Report - Community Education Coursework: A National Com-

pendium, included a Summary of the Findings from which we have excerpted the following:

"1. Community education is perceived as a component of general education with most curriculum programs housed in departments of education. The few exceptions are housed in human services or recreation departments."

"3. Most curriculum programs are not a separate degree program, but rather an emphasis or specialty area within an existing degree program."

"6. Several curriculum programs link adult education and community education programs at either the department affiliation or coursework level."

"11. Primary emphasis upon the school-based model of community education is evident in most of the introductory and management coursework. There is also a high reliance upon community education material published from one publishing house (Pendall Publishing) as the primary reference source ...."

"16. Coursework designed for specific target groups or populations is also being taught to some extent. Examples include courses for the school administrators (University of Alabama), volunteers (Ball State), and classroom teachers (University of Alaska - Anchorage)."

"22. Most programs and courses appear to be content centered with less concern for the processes of modification and change ...."

"23. Few curriculum programs appear to be field-centered and competency based. Emphasis may be placed upon one or the other, but seldom both."

"24. Few programs are linked into any certification program developed within the state."

"25. Primary instructional faculty normally comes from those involved in operating a community education center although others may be involved to varying degrees. As a result, there is a high reliance upon the center staff for classroom and field instruction.

"26. Very little has been done in the way of articulation between the various degree levels associated with institutions of higher education. A plan of cooperative articulation between two-year, four-year, and graduate level institutions appears to be almost nonexistent."

Against the backdrop of this information, we were interested in identifying those competencies which might be stressed in the preparation of educational administrators - particularly those persons who are to serve at the building level. We selected the following as a representative list of such competencies:

The practicing school administrator should:

1. Have a knowledge of the philosophy, the program, the process, and the practice of community education.
   a. In particular, have knowledge and understanding of the model of com- community education being proposed or being implemented in his/her school.
2. Have knowledge of good practices in building and program administration and supervision, including - but not limited to -
   a. Knowledge of administration and supervision of facilities, activities and personnel in community education programs.
3. Have the ability to work cooperatively with the community education coordinator in the implementation of a community education program.
4. Have the ability to assist the community education coordinator in developing strategies for program development, foreseeing and charting desired results of the program, and evaluating the results which are achieved.
5. Have the ability to lead the way-in cooperation with the community education coordinator-in developing staff awareness of and support for community education.
6. Have knowledge of how to foster good relations among the staff for community education.

7. Have - or develop - the ability to speak clearly on the subject of community education in the community.
8. Have the expertise to assist in the development of goals and objectives as they reflect the total life of the community.
9. Have the knowledge and desire to integrate community education into the K-12 program.
10. Have a knowledge of procedures and practices to effect planned changes--to be a change agent.
    a. To assist others in developing strategies for program development and in charting the results which they desire
    b. To facilitate group or organizational change through change theory.
    c. To assist in facilitating personal change activities through experimental learning activities.
11. Have a thorough knowledge of management techniques
    a. In various management styles
    b. In leading and facilitating a meeting or group session.
    c. In demonstrating management models
12. Have a thorough knowledge of leadership styles
13. Have knowledge and skill in cultivating and promoting new leadership in the community as well as maintaining good relationships with longstanding community leaders.
14. Be willing to take calculated risks on the job as they are related to community education.
15. Be able to involve him/herself in the process of change.
16. Be willing to trust and believe in the community's self determination.

Given these suggested competencies, we then set about the task of developing an outline of a course of study which might be used to help prepare present and prospective building administrators. Here it should be noted that in the State of Georgia, beginning with September 1980, the administrative supervisory

certificate at the fifth year level (A-S-5) will be a five year nonrenewable certificate. Thus, those persons who are certificated in administration and supervision in the future will be required to continue through the sixth-year (Specialist) program. While there is no mandate that Community Education be included, either as a topic or as a separate course, in this preparation program the course entitled School and Society is being incorporated into every planned sixth-year program.

We are now including the following topics in the course outline:

1. The Public Character of the School
2. Persistent Needs and New Concerns of Education
3. Educational Policy Development
4. Understanding the Community - History of Community Education
5. Goals and Strategies for Community Education
6. The Communication Process in School - Community Relationships
7. Evaluation of the Total Educational Program - including Community Education
8. Working with Pupils and Parents
9. Relations with Employees and Teacher Groups
10. Community Groups - Organizing a Community - Community Councils - The Process of the Community School
11. Continuing (Adult) Education
12. School Services and Special Events
13. Working with the Media
14. Preparing Printed Materials
15. Conducting Campaigns - Financing Community Education
16. Administering the Community Education Program
17. The Future of Community Education

What, then, of the future for our school administrators as they consider their roles in community education?

Former President Lyndon Johnson,[7] speaking before the American Association of School Administrators in Atlantic City in 1966 said:

"Tomorrow's school will be a school without walls - a school built of doors which open to the entire community. Tomorrow's school will reach out to places that enrich the human spirit .... Tomorrow's school will be the center of community life for grownups as well as children, as shopping centers for human services. It might have a community health clinic or public library, a theater and recreation facilities for all citizens - and it will not close its doors anymore at 3 o'clock. It will employ its buildings around the clock, its teachers around the year. We just cannot afford to have an $85 billion plant in this country open less than 30 percent of the time."

If we are to fulfill that prediction - made fourteen years ago, our school administrators must, in fact, be, also, community educators.

References

1. Barden, Larry, and Whitt, Robert L., The Community School Principal, Midland, Michigan: Pendell publishing Company, 1973, p. 175.
2. Brochure, Center for Continuing Education, College Station: Texas College of Education, Texas A. and M. University, 1971.
3. Clapp, Elsie, "Where Learning and Living Converge" Community Schools in Action, New York: Viking Press, 1939, p. 89.
4. Minzey, Jack and LeTarte, Clyde, Community Education: From Program to Process, To Practice, Midland, Michigan: Pendell Publishing Company, 1979, pp. 26-27.
5. Silver, Paula, and Spuck, Dennis, eds., Preparatory Programs for Educational Administrators in the United States, Columbus: The University Council for Educational Administration, 1978.
6. Warden, John, Community Education Coursework: A National Compendium, Anchorage: The Northern Institute, 1979.
7. President Lyndon Johnson at the A.A.S.A. Convention, Atlantic City, New Jersey, 1966.